

COURSE SYLLABUS
MUSI 3366.01
MUSIC THERAPY TECHNIQUES I
3 Credit Hours
Spring, 2018

Location: Room 217, Music Building
Meeting Time: 11:00 – 11:50 am, Monday, Wednesday, and Friday
Instructor: Marcus Hughes, MM, MT-BC, LMT
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Office Hours: To be determined after the scheduling of practicum

Course Description

An examination of music therapy techniques used with children who have special needs, and current legislation related to education and care of students with disabilities.

Prerequisite: MUSI 3365. MUSI 3111 must be taken concurrently.

Methods of instruction will include lecture, group discussion, experiential approaches such as demonstrations and role play, self-evaluation, review of written material/texts, and exams/quizzes.

Course Objectives

- I. To define current populations of children and adolescents with disabilities observed in educational settings
- II. To become aware of current legislation and research regarding children and adolescents with disabilities and music/music therapy services
- III. To evaluate assessment instruments and models utilized with students who may have disabilities
- IV. To develop specific techniques and skills for facilitating the integration of students with disabilities into home/school/community environments
- V. To begin preparation for music therapy internship and professional employment through development of professional job skills. ^[L]_[SEP]
- VI. To develop a philosophy of music therapy based on one's personal value system and focused on service provision for children and adolescents with disabilities

While many additional American Music Therapy Association Professional Competencies may be developed and demonstrated during this course, the following will be specifically addressed:

- 7.1 Demonstrate basic knowledge of the potential, limitations, and problems of populations specified in the Standards of Clinical Practice. ^[L]_[SEP]
- 7.3 Demonstrate basic knowledge of typical and atypical human systems and development (e.g., anatomical, physiological, psychological, social.)
- 10.1 Existing music therapy methods, techniques, materials, and equipment with their appropriate applications.
- 10.2 Principles and methods of music therapy assessment, treatment, evaluation, and termination for the populations specified in the Standards of Clinical Practice. ^[L]_[SEP]
- 10.3 The psychological aspects of musical behavior and experience including, but not limited to, perception, cognition, affective response, learning, development, preference, and creativity.
- 10.6 Use of current technologies in music therapy assessment, treatment, evaluation, and termination.
- 11.1 Select and implement effective culturally-based methods for assessing the client's strengths, needs, musical preferences, level of musical functioning, and development. ^[L]_[SEP]
- 12.6 Formulate music therapy strategies for individuals and groups based upon the goals and objectives adopted.
- 17.14 Demonstrate basic knowledge of professional music therapy organizations and how these organizations influence clinical practice. ^[L]_[SEP]
- 17.7 Select and adapt musical instruments and equipment consistent with strengths and needs of the client.
- 17.15 Demonstrate basic knowledge of music therapy service reimbursement and financing sources (e.g., Medicare, Medicaid, Private Health Insurance, State and Local Health and/or Education Agencies, Grants).

Field Experience

Students are to enroll for one (1) credit of field experience, ie, MUSI 3111 – Practicum: Special Education as a correlate to this course. The content of this course and the field experience course will be interrelated so as to increase the probability of students applying knowledge of techniques within “real life” experiences.

Textbooks (MUSI 3366 and MUSI 3118)

- I. Coleman, K. A. & Brunk, B. K.. *SEMTAP (Special education music therapy assessment procedure) handbook*, Dallas: Prelude Music Therapy.
- II. Wilson, B. L. (Ed.). *Models of music therapy interventions in school settings*, Silver Spring, MD: AMTA.
- III. Darrow, A. A. (Ed.). *Introduction to Approaches in Music Therapy*, Silver Spring, MD: AMTA.
- IV. Darrow, A. A. & Adamek, M. S.. *Music in Special Education*, Silver Spring, MD: AMTA.
- V. Standley, J. M.. *Music Techniques in Therapy, Counseling, and Special Education (2nd Ed.)*, St. Louis: MMB Music. (for use in MUSI 3111)

It is the student’s responsibility to obtain course materials by the second day of class. Exceptions regarding due dates will NOT be granted to students who fail to purchase textbooks on time.

Attendance Policy

Regular attendance is expected of all students. Assignments due during one's absence should be submitted in advance when possible or as soon after the student's return as is feasible. Follow professional job procedures.

NOTE: All absences must be documented prior to class (when feasible) by means of a phone call to the professor. Leave a message on voice mail, if necessary. Please understand that this documentation does not by any means guarantee an excused absence, but without such notification, a written doctor’s notice, or a funeral notice, all absences will be considered unexcused. Appointments for missed exams must be made with the professor within one week following administration of the scheduled exam. Consideration for make-up exams will be given on the basis of documentation for an excused absence.

Tardiness will be recorded as an absence; exceptions may be granted only when requested by the student at the end of the class period for which the student was tardy. Exceptions are at the discretion of the professor. Excessive absences, tardiness, or leaving early will adversely affect the student's grade. Students will be allowed 3 class absences without penalty. Any unexcused absences over 3 classes will result in final grade reductions of two percentage points per absence.

Assignments

- I. Assigned readings
- II. Resume and site research
- III. Mock interview
- IV. Task analysis demonstration
- V. Intervention demonstration
- VI. Adapted instrument/material demonstration
- VII. Quizzes
- VIII. Musical play
- IX. Final evaluation
- X. Southwestern Region, American Music Therapy Association conference attendance/reports: It is very important that students attend the American Music Therapy Association’s Southwestern Regional conference in order to further knowledge regarding music therapy as a profession, current music therapy research and music therapy practices with various populations. Students are further encouraged to participate in regional conference by contributing to formal presentations and becoming actively involved with SWAMTAS via business meetings and holding of offices. Students in attendance of conference will give verbal reports to the class regarding their experiences. Those unable to attend are expected to make note of information give in verbal reports in order to both increase knowledge and prepare for attendance at future conferences.

Grading Plan

All assignments are due at class time of the due date indicated on the Academic Calendar. **Assignments handed in after class on the due date will be considered on academic day late.** A minimum of twenty (20) percent will be deducted for each academic day (Monday – Friday) late. Your total number of points will determine your final grade.

No extra credit will be given. Students who cannot complete course requirements will receive a grade of F. Exceptions may be granted and incomplete (X) grades give with proper documentation in the case of severe health emergencies or death in the immediate family. Grades will be posted using the university system by the date specified in the university class schedule. Students may review or discuss grades with the instructor at any time.

<u>Assignment</u>	<u>Possible Points</u>	<u>Actual Points</u>
1. Resume	10	_____
2. Site research	5	_____
3. Mock interview	10	_____
4. Task analysis demonstration	5	_____
5. Intervention demonstration	10	_____
6. Adapted instrument/materials	5	_____
7. Quizzes	10	1) _____
	10	2) _____
	10	3) _____
	10	4) _____
	10	5) _____
9. Final evaluation	5	_____
	Total Possible	_____ Actual Total
	100	

Grading Scale

A = 90 – 100 D = 60 - 69
B = 80 – 89 F = Below 60
C = 70 – 79

Students with Disabilities

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. In order to receive such accommodations, students with disabilities must register at the Lee Drain North Annex (next to the Farrington Building) and request help from the instructor. All disclosures of disabilities will be kept strictly confidential. They may also be contacted at 936-294-3512.

Writing Assistance

The Sam Houston Writing Center, located in Wilson 114, is open Monday-Thursday from 8 a.m. until 7 p.m., Friday from 8 a.m. to 3 p.m., and Sunday from 2 p.m. to 7 p.m. Writing tutors will work with you one-on-one to help you generate, organize, or revise a draft of any assignment in any subject. You can drop by to work with a tutor or call (936) 294-3680 to schedule an appointment.

Student Absences on Religious Holy Days

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examinations or complete an assignment from which the student is excused within a reasonable time after the absence. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to the instructor a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester. The instructor will notify the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

Academic Honesty

The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. Furthermore, the University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

Classroom Rules of Conduct

Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. **Use of cell phones, computers or other electronic devices during class is strictly prohibited. Any exceptions must have written approval of the professor and will require seating at the front of the class.** Students are prohibited from eating in class, using tobacco products, making offensive remarks, reading newspapers, sleeping, talking at inappropriate times, wearing inappropriate clothing, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in a directive to leave class. Students who are especially disruptive also may be reported to the Dean of Students for disciplinary action in accordance with university policy.

Visitors in the Classroom

Unannounced visitors to class must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom.

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Tentative Academic Calendar

Jan	19	Course overview Internship discussion: procedures <i>Site research assigned</i>
	22	Internship discussion: resume writing <i>Resume assigned</i>
	24	Internship discussion: interviewing <i>Mock interview assigned</i>
	26	Typical child development
	29	Darrow Chapter 1, Current Profile of Students with Disabilities in Public Schools with Implications
	31	Darrow Chapter 2, History of Special Education and the Impact on Music Programs
Feb	2	Skype talk - Ellary Draper – inclusion, universal design
	5	Quiz 1 <i>Task Analysis assigned</i>
	7	Darrow Chapter 3, Inclusion Principles and Practices
	9	Darrow Chapter 4, Teaching Strategies for Successful Inclusion Darrow Chapter 5, Motivation and Management Techniques in the Music Setting DUE on blackboard by 11:59 p.m.: Resume and site research assignments
	12	SEMTAP
	14	Quiz 2
	16	Assessment - MT-SEAS, IMTAP
	19	Task Analysis demonstrations
	21	Task Analysis demonstrations
	23	Darrow Chapter 6, Music Education and Music Therapy Service Delivery Options
	26	Darrow Chapter 7, Students with Behavior Disorders DUE before class: Mock interview video and accompanying reflection paper
	28	Quiz 3 <i>Intervention Demonstration Assigned</i>
Mar	2	Reading assignment: Music Works Autism Primer Skype talk - Cathy Knoll – Autism presentation
	5	Skype talk - Patina Jackson – resources
	7	Darrow Chapter 8, Students with Cognitive Disabilities

	9	Darrow Chapter 9, Students with Communication Disabilities Darrow Chapter 10, Students with Autism Spectrum Disorders
	12-16	<i>Spring Break</i>
	19	Guest presenter - Rebecca Grimes - Autism
	21	Skype talk – Kathleen Coleman - Contractual MT/Private Practice
	23	Guest presenter, Jennie Turner: Music Therapy in The C.L.A.S.S. Medicaid waiver program
	26	Darrow Chapter 13, Students with Physical Disabilities
	28	Quiz 4 <i>Adapted Instruments/Materials, Disability Simulations Assigned</i>
	30	<i>Good Friday</i>
Apr	2	Intervention Demonstrations
	4-7	<i>Southwestern Region, American Music Therapy Association Conference Lubbock, TX</i>
	9	Intervention Demonstrations
	11	Intervention Demonstrations
	13	Darrow Chapter 11, Students with Vision Loss
	16	Skype talk - Diane Powell – community music therapy for individuals with special needs
	18	Darrow Chapter 12, Students with Hearing Loss
	20	Quiz 5 Due: Adapted Instruments/Materials, Disability Simulations
	23	Adapted Instruments/Materials, Disability Simulations
	25	Introduction to Approaches in Music Therapy: Nordoff Robbins Music Therapy
	27	Lecture: Musical Plays
	30	Musical Plays
May	2	Musical Plays
	4	In class demonstration: Musical Plays

Final Exam: TBA